Evaluation of The Students Profile Program on Entrepreneurship Theme in Using The Discrepancy Model

Natalia Inggit Emaculata*, Yari Dwikurnaningsing, Mawardi

Master's Program in Educational Administration, Faculty of Teacher Training and Eduaction, Universitas Kristen Satya Wacana, Indonesia.
*Corresponding Author. Email: nataliaemaculata29@gmail.com

Abstract: This study aims to evaluate the implementation of the Strengthening the Pancasila Student Profile Program (P5) with an entrepreneurship theme in elementary schools in Central Java Province, using the Discrepancy evaluation model. This evaluation study employed a mixed-methods approach, beginning with quantitative data presented in tables, followed by qualitative analysis. The research subjects included the school principals and classroom teachers for grades 4, 5, and 6 at SDN Tlompakan 01 in Semarang Regency and SDN Jejeruk in Blora Regency. Data collection techniques included questionnaires, observations, interviews, and document studies. Quantitative data were analyzed using descriptive statistics and presented in tables, while qualitative data were analyzed descriptively. The findings of the study revealed several gaps in various aspects of the P5 program at both schools. In the design aspect, the average gap at SDN Tlompakan 01 is 19.5%, and at SDN Jejeruk, it is 14.5%, both of which are categorized as low; however, infrastructure still requires improvement. In the installation aspect, the average gap at SDN Tlompakan 01 is 25%, while at SDN Jejeruk, it was 15.3%, indicating that the program installation at SDN Jejeruk is better, supported by a facilitator team. In the process aspect, the average gap at SDN Tlompakan 01 is 23.15%, while at SDN Jejeruk, it was 14%, indicating that the program implementation at SDN Jejeruk is more consistent and organized. In the product aspect, the average gap at SDN Tlompakan 01 was 16.7%, and at SDN Jejeruk, it was 11.16%, showing that the program implementation at both schools has met the expected goals, though reports need to be more in-depth and systematic. In the cost-benefit analysis aspect, the average gap at SDN Tlompakan 01 was 16.7%, while at SDN Jejeruk, it is 8.4%, indicating that the benefits for students are in line with the costs incurred, with SDN Jejeruk showing better cost-effectiveness. Overall, the P5 program at both schools has had a positive impact on the development of students' skills and entrepreneurial character. However, improvements in certain elements, such as reporting and supporting facilities, are still necessary to make the program more effective and to achieve better outcomes in the future.

Introduction

Education plays a crucial role as a tool for preparing human resources to support the development process. Moreover, education also plays an essential role in addressing poverty and providing the skills needed by society to reach their full potential (Hermino & Arifin, 2020). Additionally, education is pivotal in shaping high-quality human resources to face global challenges and the Fourth Industrial Revolution. This era brings significant changes across various sectors, including education, which increasingly emphasizes technological adaptation and creativity in the learning process (Vania Sasikirana & Yusuf Tri Herlambang,

2017). However, this development also brings social impacts, such as a decline in tolerance and potential conflicts due to a reduced understanding of cultural diversity. Therefore, an educational approach is needed that not only focuses on technology but also strengthens students' character values as the next generation of the nation (Kaliongga et al., 2023)

The transformation of student character education, as an effort to face the challenges of 21st-century education, integrates digital literacy, enabling students to develop an understanding and skills relevant to the digital era (Dewi & Alam, 2020). Character building through education is a strategic step in addressing the challenges of globalization and industrialization. The development of character education must be carried out systematically and comprehensively, to optimize its implementation for students as the future generation (Dwi & Mukhamad Murdiono, 2020). Character education emphasizes cognitive, behavioral, and emotional learning because these are the three main approaches in character education (Nida, 2019). Character education aims to help students develop into ethical individuals, build good interpersonal relationships, and make positive contributions to society (Akbar et al., 2023).

In support of this effort, the Indonesian government introduced the Merdeka Curriculum through the Minister of Education, Culture, Research, and Technology Decree Number 56/M/2022. This curriculum aims to shape the Pancasila Student Profile, which has characteristics of critical thinking, creativity, independence, and faith in God Almighty (Kemendikbud, 2022). One of the main components of the Merdeka Curriculum is the Pancasila Student Profile Strengthening Project (P5), which adopts an experiential approach to develop students' character. P5 is designed so that students can gain relevant learning experiences through project-based learning. This approach not only allows students to think critically and collaborate but also helps them make wise decisions, enabling them to become competent individuals ready to face challenges in the global era (Mulyasa., 2021). At the elementary school level, P5 has great potential to strengthen students' entrepreneurial skills. Early entrepreneurial education is crucial because it can stimulate creativity, innovation, and students' abilities to face future workforce challenges (Acep Iyan et al., 2023). In its implementation, the role of teachers is vital, as they play an integral role in the curriculum development process, the results of which will directly impact students' achievements

Preliminary observations at SDN Tlompakan 01, Semarang Regency, Central Java Province, show that the Pancasila Student Profile Strengthening Program (P5) has been running for 2.5 years with various themes, such as entrepreneurship, physical and mental well-being, and Bhinneka Tunggal Ika (Unity in Diversity). In the entrepreneurship theme, students are involved in creative activities, such as making bonsai from local wood and producing snacks, aimed at honing technical skills while instilling values of cooperation and responsibility. However, the implementation of this program faces challenges, including limited budgets due to the school policy prohibiting the collection of fees from students, as well as a packed school schedule that hampers time allocation. These findings are consistent with the research by Utami et al., (2023), which used the CIPP evaluation model, highlighting that time planning and budget allocation are crucial factors in the success of this program. By improving planning and maximizing available resources, it is hoped that the implementation of the P5 program can be more optimal in strengthening the Pancasila student profile. Meanwhile, at SDN Jejeruk, Blora Regency, the P5 program has been running for 2 years, focusing on the themes of entrepreneurship and local wisdom. The entrepreneurship activities include innovations such as using ice cream stick waste to create handicrafts and eco-print batik techniques using leaves, while in the local wisdom theme, students are engaged in preserving traditions through making nasi tumpeng, serving traditional foods, and performing

art related to local culture. However, similar challenges are faced, including limited time for implementation and the availability of resources such as books, tools, and supporting materials.

The lack of a comprehensive evaluation of the P5 program implementation at SDN Tlompakan 01 and SDN Jejeruk has hindered the identification of problems and the formulation of effective solutions. This study evaluates the implementation of the Pancasila Student Profile Strengthening Project (P5) with an entrepreneurship theme at these schools using the Discrepancy Model, developed by Malcolm Provus (1971). This model is particularly relevant for educational programs as it systematically identifies gaps between program design, implementation, and expected outcomes(Provus, 1969). The novelty of this research lies in its focus on strengthening students' entrepreneurial character through P5, an area seldom explored in primary education. Using a mixed-methods approach, this study integrates quantitative and qualitative data to evaluate the program's design, implementation, process, outcomes, and cost-effectiveness. The findings aim to provide actionable recommendations to enhance program effectiveness and contribute to educational policy improvements. By focusing on the specific contexts of SDN Tlompakan 01 and SDN Jejeruk, this research offers insights that can serve as a reference for similar schools. Ultimately, the study seeks to deepen the understanding of factors influencing program success and to strengthen its role in developing students' character and skills.

Research Method

This study employed an evaluation research method, combining quantitative and qualitative approaches. The evaluation model used is the Discrepancy Evaluation Model (DEM) developed by Malcolm Provus (1971), which focuses on identifying gaps between the program's implementation and established standards. This model evaluates the program across five stages: design, installation, process, product, and cost-benefit analysis. The research was conducted at SDN Tlompakan 01, Semarang Regency, and at SDN Jejeruk, Blora Regency, Central Java Province, Indonesia. Involving the principal and teachers from grades 4, 5, and 6 as participants. Data sources are categorized into three types as proposed by Arikunto, (2010): person (questionnaires and interviews with teachers and the principal), place (observations of program activities and school facilities), and paper (analysis of documents such as program plans, P5 modules, and student assessments).

The main data collection techniques include questionnaires, which consist of 46 structured statements addressing the five evaluation stages and are designed to efficiently gather quantitative data. Interviews with the school principal validate and elaborate on the questionnaire findings, while observations analyze the program's implementation process, including activities and facilities. Document studies provide additional evidence by examining program plans, P5 modules, and school financial reports. The data analysis involves both quantitative and qualitative techniques. The quantitative analysis calculates the percentage score (Emaculata & Winanto, 2022), where the actual score represents the respondents' total responses and the ideal score is the maximum possible score based on the evaluation indicators. This percentage identifies the alignment between program achievements and the set standards, with discrepancies indicating areas for improvement. Qualitative data is analyzed using the Huberman, 2014 model, which includes three stages: data reduction, data display (presentation), and, drawing conclusions Triangulation ensures the validity and reliability of the findings by comparing data from questionnaires, interviews, observations, and document studies (Auliya et al., 2020). The tools used for data collection and analysis include standardized questionnaires, interview guides, observation sheets, and

statistical software. This comprehensive approach captures the program's strengths, effectiveness, and areas requiring enhancement, providing a thorough evaluation of the P5 program's implementation.

Results and Discussion

According to the Decree of the Head of the Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 009/H/KR/2022, the Pancasila Student Profile is a description of the national education goals. This profile plays a crucial role as the primary reference in education policy and as a guideline for educators in developing students' abilities and Character (Inayati, 2022). The research results are discussed based on the gap data analyzed according to the discrepancy model, which consists of five evaluation stages: design, installation, process, product, and cost-benefit analysis. The following are the results and discussion related to the gaps identified in the implementation of the P5 Entrepreneurship Theme program at SDN Tlompakan 01 and SDN Jejeruk.

In the design aspect, the analysis of the questionnaire results from three respondents identified gaps in the components of the program's objectives, human resources (HR), program targets, facilities and infrastructure, and program planning. The details of these findings are presented in Table 1.

Table 1. Average Discrepancy in the Design Stage of the P5 Entrepreneurship Theme Program

No	Component	SDN Tlompakan 01			SDN Jejeruk		
		Standard (%)	Empirical Data (%)	Discrepancy (%)	Standard (%)	Empirical Data (%)	Discrepancy (%)
1	Program Objectives	100	78	22	100	83.3	16,7
2	Human Resources	100	80,5	19.5	100	94.4	5.6
3	Program Targets	100	86	14	100	88.8	11,2
4	Facilities and Infrastructure	100	75	25	100	72.2	27.8
5	Program Planning	100	83	17	100	88,8	11,2
	Average	**100**	**80,5**	**19,5**	**100**	**85,5**	**14,5**

Discrepancy Explanation: a) 1%-25% = low, b) 26%-50% = moderately low, c) 51%-75% = high, d) 76%-100% = very high

The research findings indicate that both SDN Tlompakan 01 and SDN Jejeruk exhibit a gap in program design aspects, although it is relatively low. At SDN Tlompakan 01, the gap of 19.5% indicates that most program design elements have been implemented well, though infrastructure remains an issue with a gap of 25%. The school principal revealed that existing facilities are being used optimally, but additional facilities for entrepreneurship practice are still needed. At SDN Jejeruk, the design gap was recorded at 14.5%, suggesting that most program design elements align with the intended objectives. However, infrastructure problems still require attention, with a larger gap of 27.8%. According to Hidayah & Khotimah, 2024 adequate facilities are crucial for supporting the success of project-based programs, and thus infrastructure improvement should be a priority.

Regarding program goal achievement, SDN Tlompakan 01 shows a gap of 22%, indicating the need for adjustments between program goals and established standards. The P5 program aims to develop character in line with the Pancasila Student Profile and entrepreneurial skills through a project-based approach. As stated by Maruti et al., 2023, this approach is effective in supporting character development through the values of Pancasila. Kandiko Howson & Kingsbury, 2023 further add that experiential learning significantly aids

students in developing relevant skills. Meanwhile, at SDN Jejeruk, with a gap of 16.7%, the program goals are more integrated with existing standards. This program focuses not only on character but also on environmental-friendly practices and cooperation. The difference between the two schools lies in how well program goals are applied in everyday learning activities, with SDN Tlompakan 01 needing to improve the integration of goals into student activities.

In terms of human resources, SDN Tlompakan 01 shows a gap of 19.5% related to teacher competencies, particularly in teaching entrepreneurship. Although teachers are competent in project-based learning, they require further training on entrepreneurship. Utami et al., 2023 emphasize that intensive training is crucial to enhance teachers' understanding of implementing project-based entrepreneurship. Sappaile et al., 2024 also recommend empowering teachers through appropriate training and flexibility in a project-based approach. On the other hand, SDN Jejeruk demonstrates a smaller gap of 5.6%, indicating that teachers there possess adequate competence. Training through the Merdeka Mengajar Platform (PMM) has proven effective in enhancing teachers' skills (Marisana et al., 2023).

In terms of program planning, SDN Tlompakan 01 recorded a gap of 17%, indicating that although planning has been well-executed, there is room for improvement. (Maisyaroh et al., 2023) Emphasize that rational and systematic planning is necessary to achieve optimal results. At SDN Jejeruk, with a gap of 11.2%, the program planning process is more structured due to the establishment of a facilitator team responsible for the design, implementation, and evaluation of the program. The role of facilitators is crucial in improving coordination among all parties involved in planning.

Regarding program objectives, both SDN Tlompakan 01 and SDN Jejeruk show low gaps. At SDN Tlompakan 01, a gap of 14% indicates that program objectives have been established and are in accordance with student conditions, as noted by Nurhakiki & Fitriyeni, 2024. At SDN Jejeruk, with a gap of 11.2%, program objectives have been adjusted to students' abilities, though further discussion is needed to ensure that these objectives can be effectively achieved. Setting appropriate objectives is essential to ensure that entrepreneurial activities align with the development and interests of students at the elementary school level. In the installation aspect, the analysis of the questionnaire results identified gaps in components such as resource availability, readiness of facilities and infrastructure, resource utilization, and the alignment of design with implementation. The details of these findings are presented in Table 2.

Table 2. Average Discrepancy in the Installation Stage of the P5 Entrepreneurship Theme Program

No	Component	SDN Tlompakan 01			SDN Jejeruk		
		Standard (%)	Empirical Data (%)	Discrepancy (%)	Standard (%)	Empirical Data (%)	Discrepancy (%)
1	Availability of Human Resources.	100	68,75	31,25	100	91.6	8,4
2	Readiness of Facilities and Infrastructure	100	83,3	16.7	100	83.3	16,7
3	Resource Utilization	100	75	25	100	83.3	16,7
4	Alignment of Design and Implementation	100	72	28	100	80.5	19,5
	Average	**100**	**75**	**25**	**100**	**84.7**	**15.3**

Discrepancy Explanation: a) 1%-25% = low, b) 26%-50% = moderately low, c) 51%-75% = high, d) 76%-100% = very high

The research findings indicate that during the installation phase of the P5 Entrepreneurship Program at SDN Tlompakan 01 and SDN Jejeruk, the recorded gaps fall within the low category. At SDN Tlompakan 01, a gap of 25% suggests that most aspects of the installation phase have been carried out well, supported by thorough training and planning. However, the absence of a dedicated facilitator team hindered the implementation. At SDN Jejeruk, with a gap of 15.3%, the installation phase was effectively carried out thanks to good planning and the formation of a facilitator team, which contributed to its success. Budget management in both schools was efficient, although facilities were limited.

Regarding teacher competency, SDN Tlompakan 01 recorded a gap of 31.25%, indicating that although teachers were ready and competent to teach entrepreneurship, the lack of a facilitator team hampered the smooth running of the program. At SDN Jejeruk, with a smaller gap of 8.4%, the established facilitator team optimized the program's execution. Wilsani et al., 2023 emphasize the importance of facilitator teams in enhancing program effectiveness. Concerning facilities, SDN Tlompakan 01 recorded a gap of 16.7%. While the available facilities were adequate, some entrepreneurship tools still had to be brought by students. At SDN Jejeruk, the use of local resources, such as recycled materials, optimized the limited facilities. Effective use of resources was also recorded at SDN Jejeruk, with a gap of 16.7%. In terms of alignment between design and implementation, SDN Tlompakan 01 shows a gap of 25%. Limited time was the main challenge during implementation. At SDN Jejeruk, although the gap was 19.5%, time adjustments were necessary to complete activities optimally. This is in line with Pratama & Febriani, 2024, who emphasize the need for more careful time planning to ensure that program objectives are effectively achieved.

Regarding the process aspect, the analysis of the questionnaire results identified gaps in the components of the availability of program implementation mechanisms, program execution, program involvement, student participation, and challenges faced during implementation. The details of these findings are presented in Table 3.

Table 3. Average Discrepancy in the Process Stage of the P5 Entrepreneurship Theme Program

No	Component	SDN Tlompakan 01			SDN Jejeruk		
		Standard (%)	Empirical Data (%)	Discrepancy (%)	Standard (%)	Empirical Data (%)	Discrepancy (%)
1	Program Implementation Mechanism	100	75	25	100	86	14
2	Program Execution	100	75	25	100	91	9
3	Student Involvement	100	85,4	14,6	100	89	11
4	Challenges Faced During Program Implementation	100	72	28	100	77.7	22,3
	Average	**100**	**76,86**	**23.15**	**100**	**85,92**	**14**

Discrepancy Explanation: a) 1%-25% = low, b) 26%-50% = moderately low, c) 51%-75% = high, d) 76%-100% = very high

The research findings highlight differences in the process phase of the P5 Entrepreneurship Program at SDN Tlompakan 01 (gap 23.15%) and SDN Jejeruk (gap 14%). Both schools performed well, but SDN Jejeruk showed a more consistent execution, positively impacting students' entrepreneurial skills and teamwork. While both schools need further improvements, SDN Jejeruk managed the process phase more effectively.

Regarding challenges, SDN Tlompakan 01 faced a gap of 28%, and SDN Jejeruk had 22.3%. The issues were similar to limited facilities and tight academic schedules. These challenges emphasize the need for better resources and flexible scheduling. As Maula &

Rifqi, (2023) mention, the principal's role in addressing these challenges was vital, though further improvements are needed. For the program implementation mechanism, SDN Tlompakan 01 had a 25% gap, indicating the need for better teacher support in monitoring progress, as noted by Kaptiasih et al., (2023). SDN Jejeruk performed better, with a gap of 14%, reflecting clearer role allocation and a more structured approach.

In program execution, SDN Tlompakan 01 showed a 25% gap, requiring refinement, while SDN Jejeruk had a 9% gap, reflecting smoother execution, especially in activities like Market Day, which combined theory and practice. Finally, in student involvement, SDN Tlompakan 01 had a gap of 14.6% and SDN Jejeruk 11%. Both schools saw positive impacts on students' character and entrepreneurial skills. Yoto et al. (2024) highlight that hands-on learning strengthens key traits like creativity, while Christiananda et al., (2023)show that project-based learning boosts motivation and participation. In terms of the product, the analysis of the questionnaire results identified gaps in components such as the impact of program implementation, the report on the program's results, and the achievement of objectives. Detailed findings are presented in Table 4.

Table 4. Average Discrepancy at the Product Stage of the P5 Entrepreneurship Program

No	Component	SDN Tlompakan 01			SDN Jejeruk		
		Standard (%)	Empirical Data (%)	Discrepancy (%)	Standard (%)	Empirical Data (%)	Discrepancy (%)
1	Impact of Program Implementation	100	91,6	8,4	100	**91,6**	8,4
2	Report on the Outcomes of the P5 Entrepreneurship Program	100	75	25	100	**83,3**	16,7
3	Achievement of Objectives	100	83,3	16,7	100	**91,6**	8,4
	Average	**100**	**83,3**	**16,7**	**100**	**88,83**	**11,16**

Discrepancy Explanation: a) 1%-25% = low, b) 26%-50% = moderately low, c) 51%-75% = high, d) 76%-100% = very high

Based on the research findings in the product phase of the P5 Entrepreneurship Program, SDN Tlompakan 01 recorded a gap of 16.7%, while SDN Jejeruk recorded 11.16%, both of which are considered low. This indicates that most of the product phase indicators were achieved well at both schools. However, at SDN Tlompakan 01, product quality needs to be improved, while at SDN Jejeruk, more innovation and creativity are needed in product development.

Regarding the program report, SDN Tlompakan 01 showed a gap of 25%, indicating the need for improvement in the preparation of a more structured report with a thorough evaluation of each phase of the program. This aligns with the view of Dwi & Mukhamad Murdiono, (2020), who emphasize the importance of comprehensive evaluation in project-based character education. At SDN Jejeruk, with a gap of 16.7%, the program report was adequate and included a complete evaluation, including student feedback.

In terms of program goal achievement, SDN Tlompakan 01 had a gap of 16.7%, while SDN Jejeruk had 8.4%. Both schools successfully achieved the program's goals. This aligns with the views of Syamsuddin et al., (2021), who state that character education based on values such as respect, honesty, and responsibility can increase students' interest in learning and shape ethical behavior, which is a critical foundation in program development. The P5 program implementation at SDN Tlompakan 01 successfully enhanced students' entrepreneurial skills, such as creativity and teamwork in product creation. At SDN Jejeruk,

students succeeded in turning waste materials into sellable products and were taught to adopt environmentally friendly behaviors, in line with the findings of Ghaisani et al., (2021)

Regarding the impact of the program implementation, the recorded gap was 8.4%, indicating that the program's impact indicators have been achieved well. The P5 program successfully enhanced students' understanding of entrepreneurship, as well as their skills in identifying and creating marketable products. Fatah, (2023) adds that project-based learning integrates collaboration, creativity, and critical thinking, which is highly beneficial in developing students' skills to address real-world challenges. Overall, the findings show that the P5 program at SDN Tlompakan 01 and SDN Jejeruk has positively impacted students' entrepreneurial skills and attitudes, although improvements are needed in the areas of reporting and more structured teaching strategies to increase the program's effectiveness in the future. Regarding cost-benefit analysis, the questionnaire results identified gaps in components such as comparing the cost-effectiveness of the expenses incurred with the program results and the benefits obtained in relation to the costs spent. Detailed findings are presented in Table 5.

Table 5. Average Discrepancy at the Cost-Benefit Analysis Stage of the P5 Entrepreneurship Program.

No	Component	SDN Tlompakan 01			SDN Jejeruk		
		Standard (%)	Empirical Data (%)	Discrepancy (%)	Standard (%)	Empirical Data (%)	Discrepancy (%)
1	Comparison of Cost-Effectiveness with Program Outcomes	100	83,3	16,7	100	**91,6**	8,4
2	Benefits Obtained Compared to the Costs Incurred	100	83,3	16,7	100	**91,6**	8,4
	Average	**100**	83,3	16,7	**100**	91,6	8,4

Discrepancy Explanation: a) 1%-25% = low, b) 26%-50% = moderately low, c) 51%-75% = high, d) 76%-100% = very high

The research findings in Table 5 show that in the cost-benefit analysis phase of the P5 Entrepreneurship Program, SDN Tlompakan 01 recorded a 16.7% gap, indicating some room for improvement, while SDN Jejeruk had a lower gap of 8.4%, showing more effective results in achieving the program's objectives. Although both schools fall within the low gap category, SDN Tlompakan 01 needs further evaluation to improve efficiency.

Regarding cost-effectiveness, both schools showed low gaps, with SDN Tlompakan 01 at 16.7% and SDN Jejeruk at 8.4%. This suggests that the program provided valuable benefits for students relative to the costs, enhancing students' entrepreneurial understanding through practical experience. As Zulfikar & Nisa, (2023) noted, the P5 program effectively fosters students' entrepreneurial spirit, encouraging creativity, independence, and environmental awareness.

At SDN Tlompakan 01, the 16.7% gap indicates that the benefits surpassed the costs, especially in developing students' character and practical entrepreneurship skills. These findings align with Aningsih et al., (2022), who emphasize the role of schools in shaping character through a balanced educational approach. In SDN Jejeruk, the gap of 8.4% shows that costs were proportional to outcomes, promoting teamwork, creativity, and adaptability, while reinforcing entrepreneurial values. In conclusion, the P5 program at both schools balanced benefits and costs well, enhancing technical and social entrepreneurial skills. As Rendrapuri et al., (2023) highlight, the program also broadens students' awareness of future opportunities and encourages creativity.

Conclusion

Based on the research findings, it can be concluded that overall, the Pancasila Student Profile Strengthening Program (P5) has been implemented well, although there are still several areas that require improvement to enhance its effectiveness and efficiency. The evaluation of the design phase shows low gaps in both schools, but facilities and infrastructure still need to be improved to support more optimal implementation. In the installation phase, the main challenge at SDN Tlompakan 01 is the absence of a dedicated facilitation team, as well as the need for more flexible scheduling to accommodate the program's needs. On the other hand, at SDN Jejeruk, the program installation ran more smoothly with the support of a facilitation team. In the process phase, although most activities at SDN Tlompakan 01 ran smoothly, flexibility in time allocation and the availability of facilities remained challenges that need to be addressed. Meanwhile, at SDN Jejeruk, the program implementation process was more consistent and aligned with the plan. In the product phase, the implementation of the program in both schools met the expected objectives, although the reports need to be more in-depth and systematic to support future program development. Lastly, in the cost-benefit phase, the results show that the benefits gained by students at both schools are proportional to the costs incurred, indicating that the program is running efficiently. Overall, the P5 program at SDN Tlompakan 01 and SDN Jejeruk has had a positive impact on the development of students' entrepreneurial skills and character. However, improvements in several elements such as reporting and supporting facilities are still needed to make the program more effective and achieve more optimal results in the future.

Recommendation

Based on the research findings, several improvements need to be implemented to enhance the effectiveness of the P5 program at SDN Tlompakan 01 and SDN Jejeruk. Therefore, it is recommended that policymakers, including the Ministry of Education and the Education Office, prioritize improving the facilities and infrastructure at these schools to support the smooth execution of the program. Additionally, policies that provide greater flexibility in scheduling the program should be considered, enabling its implementation to be more optimal and tailored to the specific needs of each school. Strengthening a more structured and systematic reporting system is also essential to effectively monitor the progress and outcomes of the program. With the right policy support, the P5 program is expected to have a greater positive impact on improving the quality of education in these schools.

References

Acep Iyan, Adinda Dyah Permata, Fadilah Putri Awaliah, Salsha Fairuz Putri Isa, & Prihantini. (2023). Penerapan Projek Penguatan Profil Pelajar Pancasila Tema Kewirausahaan untuk Meningkatkan Minat Berwirausaha Siswa Sekolah Dasar. *Indo-MathEdu Intellectuals Journal*, *4*(3), 2910–2923. https://doi.org/10.54373/imeij.v4i3.619

Akbar, S. A. M., Tawil, M. R., Hartutik, H., Nazmi, R., Abute, E. La, Husnita, L., Nurbayani, N., Sarbaitinil, S., & Haluti, F. (2023). *Pendidikan Karakter Di Era Milenial: Membangun Generasai Unggul Dengan Nilai-Nilai Positif* (Sepriano dan yayan agusdi (ed.)). PT. sonpedia publishing indonesia.

Aningsih, Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational and Social Research*, *12*(1), 371–380. https://doi.org/10.36941/jesr-2022-0029

Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktek*. Rineka Cipta.

Auliya, N. H., Andriani, H., Fardani, R. A., Ustiawaty, J., Utami, E. F., Sukmana, D. J., & Istiqomah, R. R. (2020). *Metode penelitian kualitatif & kuantitatif*. CV. Pustaka Ilmu.

Christiananda, F. R., Purwaningrum, N. S., & Rofisian, N. (2023). Implementasi Kegiatan Projek Penguatan Profil Pelajar Pancasila (P5) dalam Kurikulum Merdeka di Sekolah Dasar. *Jurnal Pendidikan, Sains Dan Teknologi*, *2*(2), 1048–1053.

Dewi, E. R., & Alam, A. A. (2020). Transformation model for character education of students. *Cypriot Journal of Educational Sciences*, *15*(5), 1228–1237.

Dwi, J., & Mukhamad Murdiono, S. ; (2020). Implementation of character education through a holistic approach to senior high schoolstudents. *International Journal of Multicultural and Multireligious Understanding*, *7*(1), 460–470. http://ijmmu.comhttp//dx.doi.org/10.18415/ijmmu.v7i11.2146

Emaculata, N. I., & Winanto, A. (2022). Pengembangan Media Powerpoint Interaktif untuk Meningkatkan Kemampuan Pemecahan Masalah Operasi Hitung Perkalian dan Pembagian Bilangan Cacah Kelas 2 SD. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *5*(7), 2517–2522.

Fatah, M. A. dan E. Z. (2023). Implementasi Projek P5 Tema Kewirausahaan Terhadap Kemandirian Belajar Di Sekolah Dasar. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*. https://doi.org/https://doi.org/10.54069/attadrib.v6i2.603

Ghaisani, M. P. D., Saputri, Y. D., Basuki, A., Munjid, A., & Munandar, A. (2021). Pengembangan Kegiatan Kreatif Berwawasan Eco-Pesantren Menuju New Normal di Pondok Pesantren Pabelan Magelang. *Bakti Budaya: Jurnal Pengabdian Kepada Masyarakat*, *4*(1).

Hermino, A., & Arifin, I. (2020). Contextual character education for students in the senior high school. *European Journal of Educational Research*, *9*(3), 1009–1023. https://doi.org/10.12973/EU-JER.9.3.1009

Hidayah, N., & Khotimah, H. (2024). Evaluasi Pelaksanaan P5 Melalui Model CIPP di SMAI As-Syafiah Mojosari Nganjuk. *JurnalR EVORMA*, *4*(2), 86–97. https://ejournal-revorma.sch.id/index.php/mansa/article/view/119/53

Huberman, A. (2014). *Qualitative data analysis a methods sourcebook*.

Inayati, U. (2022). Konsep dan implementasi kurikulum merdeka pada pembelajaran abad-21 di SD/MI. *ICIE: International Conference on Islamic Education*, *2*, 293–304.

Kaliongga, A., Iriani, A., & Mawardi, M. (2023). Reintegrasi dan Kontekstualisasi Kearifan Lokal Sintuwu Maroso: Upaya Menjawab Tantangan Pendidikan di Era Revolusi Industri 4.0 Menuju Society 5.0. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, *2*, 117–127. https://doi.org/10.24246/j.js.2023.v13.i2.p117-127

Kandiko Howson, C., & Kingsbury, M. (2023). Curriculum change as transformational learning. *Teaching in Higher Education*, *28*(8), 1847–1866. https://doi.org/10.1080/13562517.2021.1940923

Kaptiasih, R., Taufiqulloh dan, & Habibi, B. (2023). Penguatan Profil Pelajar Pancasila melalui Pembelajaran Berbasis Proyek. *Journal of Education Research*, *4*(3), 1488–1494.

Kemendikbud. (2022). Peraturan Pemerintah Tentang Dimensi, Elemen, dan Sub-Elemen Profil Pelajar Pancasila Pada Kurikulum Merdeka. In *Kemendikbudristek BSKAP RI* (Issue 021).

Maisyaroh, M., Untari, S., Chusniyah, T., Adha, M. A., Prestiadi, D., & Ariyanti, N. S. (2023). Strengthening character education planning based on Pancasila value in the international class program. *International Journal of Evaluation and Research in*

Education, *12*(1), 149–156. https://doi.org/10.11591/ijere.v12i1.24161

Marisana, D., Iskandar, S., & Kurniawan, D. T. (2023). Penggunaan platform merdeka mengajar untuk meningkatkan kompetensi guru di sekolah dasar. *Jurnal Basicedu*, *7*(1), 139–150.

Maruti, E. S., Malawi, I., Hanif, M., Budyartati, S., Huda, N., Kusuma, W., & Khoironi, M. (2023). Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) pada Jenjang Sekolah Dasar. *Abdimas Mandalika*, *2*(2), 85. https://doi.org/10.31764/am.v2i2.13098

Maula, A., & Rifqi, A. (2023). Peran Kepemimpinan Kepala Sekolah Dalam Mewujudkan Projek Penguatan Profil Pelajar Pancasila (P5) Di SDN Sidotopo I/48 Surabaya. *Edu Learning: Journal of Education and Learning*, *2*(1), 73–84.

Mulyasa., M. P. P. D. H. E. (2021). *Menjadi guru penggerak merdeka belajar* (Lia Inarot). Pt. Bumi Aksara.

Nida, T. (2019). A lesson plan model for character education in primary education. *Educational Research and Reviews*, *14*(4), 130–139. https://doi.org/10.5897/err2018.3616

Nurhakiki, S., & Fitriyeni, F. (2024). Perencanaan dan Pelaksanaan Program Projek Penguatan Profil Pelajar Pancasila dengan Tema Bhinneka Tunggal Ika di SD. *Aulad: Journal on Early Childhood*, *7*(2), 374–385.

Pratama, R., & Febriani, E. A. (2024). Kendala-kendala dalam Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila (P5) Tema Kearifan Lokal di SMAN 2 Kinali. *Naradidik: Journal of Education and Pedagogy*, *3*(4), 366–376.

Provus, M. M. (1969). *An Approach to Local Program Improvement and Development Malcolm M. Provus, Principal Investigator Pittsburgh Public Schools Bernard J. McCormick, Superintendent rç*. 109. https://eric.ed.gov/?id=ED030957

Rendrapuri, R. V., Salsabilla, H. G., & Prihantini, P. (2023). Implementasi Projek Penguatan Profil Pelajar Pancasila Tema Kewirausahaan di SDN Wangiwisata Kabupaten Bandung. *Indo-MathEdu Intellectuals Journal*, *4*(3), 2900–2909.

Sappaile, B. I., Wiliyanti, V., Mustajab, W., Prayitno, H., & Panglipur, I. R. (2024). Building the Future of Education with Curriculum Innovation Freedom to Learn in the Era of Society 5.0. *International Journal of Educational Research Excellence (IJERE)*, *3*(1), 359–366. https://doi.org/10.55299/ijere.v3i1.902

Syamsuddin, A., Babo, R., Sulfasyah, & Rahman, S. (2021). Mathematics learning interest of students based on the difference in the implementation of model of thematic learning and character-integrated thematic learning. *European Journal of Educational Research*, *10*(2), 581–591. https://doi.org/10.12973/EU-JER.10.2.581

Utami, I., Rahayuningtyas, & Hariyati, N. (2023). Evaluasi Program Proyek Penguatan Profil Pelajar Pancasila (Studi di SMP IT Al Uswah Surabaya). *Jurnal Inspirasi Manajemen Pendidikan*, *11*(1), 24–40.

Vania Sasikirana, & Yusuf Tri Herlambang. (2017). URGENSI MERDEKA BELAJAR DI ERA REVOLUSI INDUSTRI 4.0 DAN TANTANGAN SOCIETY 5.0. *Seminar Nasional: Jambore Konseling 3*, *00*(00), XX–XX. https://doi.org/10.1007/XXXXXX-XX-0000-00

Wilsani, W., Chan, F., Sholeh, M., & Putriani, Z. (2023). Analysis of the Implementation of the Pancasila Student's Profile for Strengthening Project in the Merdeka Curriculum in Indonesia's Elementary Schools. *At-Taqaddum*, *15*(2), 126–139.

Zulfikar, M., & Nisa, A. F. (2023). Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) Tema Kewirausahaan Kelas VI SD Negeri Karangwuluh. *Prosiding Seminar Nasional Pendidikan Dasar*, *1*(1), 515–527.